

FOUNTAIN INN ELEMENTARY

608 Fairview Street
Fountain Inn, SC 29681

GRADES K-5 Elementary School

ENROLLMENT 699 Students

PRINCIPAL Glenn Wile 864-862-1550

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 14 | 59 | 8 | 1 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Unsatisfactory | Yes |

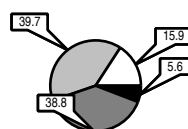
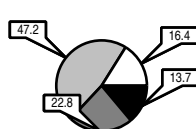
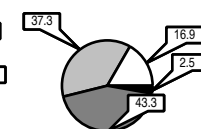
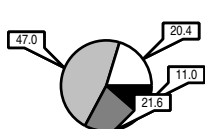
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 344 | 100.0 | 16.9 | 37.3 | 43.3 | 2.5 | 57.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 181 | 100.0 | 19.0 | 40.5 | 39.3 | 1.2 | 50.0 | | |
| Female | 163 | 100.0 | 14.6 | 33.8 | 47.7 | 4.0 | 65.6 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 242 | 100.0 | 11.8 | 34.1 | 51.1 | 3.1 | 65.9 | Yes | Yes |
| African-American | 95 | 100.0 | 29.4 | 45.9 | 23.5 | 1.2 | 36.5 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 272 | 100.0 | 13.9 | 34.1 | 48.8 | 3.2 | 63.5 | | |
| Disabled | 72 | 100.0 | 28.4 | 49.3 | 22.4 | 0.0 | 34.3 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 344 | 100.0 | 16.9 | 37.3 | 43.3 | 2.5 | 57.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 343 | 100.0 | 16.7 | 37.4 | 43.4 | 2.5 | 57.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 144 | 100.0 | 23.6 | 42.5 | 31.5 | 2.4 | 44.1 | Yes | Yes |
| Full-pay meals | 200 | 100.0 | 12.5 | 33.9 | 51.0 | 2.6 | 66.1 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 344 | 100.0 | 20.4 | 47.0 | 21.6 | 11.0 | 48.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 181 | 100.0 | 17.9 | 48.8 | 22.6 | 10.7 | 49.4 | | |
| Female | 163 | 100.0 | 23.2 | 45.0 | 20.5 | 11.3 | 47.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 242 | 100.0 | 14.4 | 45.4 | 26.2 | 14.0 | 55.9 | Yes | Yes |
| African-American | 95 | 100.0 | 37.6 | 49.4 | 9.4 | 3.5 | 30.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 272 | 100.0 | 15.1 | 47.6 | 24.2 | 13.1 | 55.6 | | |
| Disabled | 72 | 100.0 | 40.3 | 44.8 | 11.9 | 3.0 | 22.4 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 344 | 100.0 | 20.4 | 47.0 | 21.6 | 11.0 | 48.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 343 | 100.0 | 20.4 | 46.9 | 21.7 | 11.0 | 48.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 144 | 100.0 | 29.1 | 51.2 | 11.8 | 7.9 | 33.1 | Yes | Yes |
| Full-pay meals | 200 | 100.0 | 14.6 | 44.3 | 28.1 | 13.0 | 58.9 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 115 | 98.3 | 17.0 | 40.6 | 34.9 | 7.5 | 42.5 |
| | Grade 4 | 103 | 99.0 | 18.5 | 43.5 | 38.0 | N/A | 38.0 |
| | Grade 5 | 133 | 100.0 | 32.8 | 54.4 | 12.8 | N/A | 12.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 130 | 100.0 | 8.9 | 30.1 | 56.9 | 4.1 | 61.0 |
| | Grade 4 | 114 | 100.0 | 15.6 | 42.2 | 39.4 | 2.8 | 42.2 |
| | Grade 5 | 100 | 100.0 | 30.6 | 44.9 | 24.5 | N/A | 24.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 115 | 100.0 | 14.8 | 43.5 | 27.8 | 13.9 | 41.7 |
| | Grade 4 | 103 | 100.0 | 19.4 | 48.4 | 20.4 | 11.8 | 32.3 |
| | Grade 5 | 133 | 100.0 | 36.0 | 47.2 | 13.6 | 3.2 | 16.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 130 | 100.0 | 14.6 | 54.5 | 22.8 | 8.1 | 30.9 |
| | Grade 4 | 114 | 100.0 | 21.1 | 38.5 | 23.9 | 16.5 | 40.4 |
| | Grade 5 | 100 | 100.0 | 29.6 | 46.9 | 15.3 | 8.2 | 23.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 699) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 3.0% | Up from 2.7% | 2.5% | 2.7% |
| Attendance rate | 96.9% | Up from 96.5% | 96.6% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 2.0% | | 3.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.0% | | 2.6% | 3.5% |
| Eligible for gifted and talented | 15.4% | Down from 21.9% | 19.8% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 12.1% | Up from 10.9% | 7.7% | 8.2% |
| Older than usual for grade | 0.1% | No change | 0.7% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|----------|------------------|-----------|-----------|
| Teachers (n= 40) | | | | |
| Teachers with advanced degrees | 55.0% | Up from 48.8% | 54.2% | 51.4% |
| Continuing contract teachers | 82.5% | Up from 73.2% | 90.2% | 87.5% |
| Highly qualified teachers** | 94.4% | N/A | 95.2% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 88.5% | Up from 82.4% | 89.0% | 86.7% |
| Teacher attendance rate | 95.1% | Down from 98.0% | 95.0% | 94.9% |
| Average teacher salary | \$40,763 | Up 2.0% | \$41,673 | \$40,760 |
| Prof. development days/teacher | 8.8 days | Up from 7.3 days | 11.4 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.2 to 1 | Up from 21.9 to 1 | 20.1 to 1 | 18.9 to 1 |
| Prime instructional time | 90.7% | Down from 93.6% | 90.4% | 90.0% |
| Dollars spent per pupil* | \$4,780 | Down 2.5% | \$5,670 | \$6,044 |
| Percent of expenditures for teacher salaries* | 65.0% | Down from 68.6% | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 96.1% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.2% | 92.0% |
| Highly qualified teachers in high poverty schools** | 93.7% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At the beginning of the year, the Fountain Inn Elementary School Faculty and Staff worked together to update and renew the goals of our strategic action plan. We use this plan to guide our efforts to meet the needs of all our students. Our plan also includes strategies to help us meet each of our goals.

Overall, Fountain Inn Elementary has improved its scores in Math on the PACT over the past three years. Math scores in the below basic level have decreased in third, fourth, and fifth grades. The fourth grade has increased in the advanced level by 8% over the past three years. Our goal is that the percentage of students scoring at proficient or advanced levels in Math will increase by 7% each year.

Our students also performed well on the English/Language Arts portion of the PACT, with 75% of our third, fourth, and fifth graders scoring at or above the basic level. We will continue to focus on standards and integrate writing throughout all subject areas to help our students meet their goals in this area.

We are continuing our efforts to maintain an atmosphere where parent and community involvement are encouraged. Last year The State Department of education recognized Fountain Inn Elementary as a Red Carpet School. We also have a very active Beta Club, which is involved in many community events throughout the year. Our Beta Club again competed at the state level this year and won five trophies. Two Fountain Inn Students won first place honors at state level, and will represent Fountain Inn on the national level.

Meeting the needs of all our students is always a great challenge. We plan to continue to join forces with home and community to improve our programs. Our vision is to help each child reach or exceed his or her full potential by providing creative and challenging learning opportunities.

Phillip Davie, Principal

Kathy Woods, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 40 | 97 | 55 |
| Percent satisfied with learning environment | 94.7% | 76.3% | 87.3% |
| Percent satisfied with social and physical environment | 94.9% | 63.5% | 92.5% |
| Percent satisfied with home-school relations | 90.0% | 84.5% | 77.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.